

Monitoring Plan

*A Model Resource for Missouri
Charter Public School Sponsors*

DEVELOPED BY THE NATIONAL ASSOCIATION
OF CHARTER SCHOOL AUTHORIZERS



Introduction

This document provides a template for Missouri charter public school sponsors' use in fulfilling their obligation to create and implement a monitoring plan for use with the charter schools that they oversee. In addition, this document streamlines the compliance requirements for Missouri charter school sponsors, charter school governing boards and operators, consolidating the requirements into easy to use monitoring tools. By utilizing the enclosed tools, sponsors and schools will cover essential monitoring events, from pre-opening requirements to charter renewal; and prioritize evaluation of key academic, operational and fiscal school performance accountability elements.

This document is divided into three sections:

I. Pre-opening Requirements, pages 3 to 11

II. Performance Plan Template, pages 12 to 19

III. Monitoring Schedule Table, page 20 to 22

Based on review and feedback from Missouri sponsors and the Missouri Department of Education, NACSA will finalize this document and complete the creation of an accompanying guidance document that outlines sponsors' and schools' roles in completing a full set of monitoring documents for use over the life of a charter.

Pre-Opening Requirements for Missouri Charter Schools

Pre-opening Requirements are a set of primarily compliance based actions that the school must complete prior to opening its doors and starting instruction. Schools must demonstrate that there is sufficient demand (enrolled students) to warrant school opening. In addition, schools must demonstrate that the physical building and staff are ready to receive students for instruction. Pre-opening Requirements usually consist of a combination of paper screening of compliance documents and an on-site visit to the school site to continue to build the collaborative relationship between the sponsor and the school staff that started during the new charter application and granting process.

Sponsors are obligated to proactively monitor activity at all schools during the time between when new charters are awarded and when school opens. It is the sponsor's obligation to make the determination if the school has completed the necessary preparations and largely satisfied the necessary Pre-opening Requirements before the school is allowed to open for instruction. If the charter school does not complete the necessary Pre-opening Requirements, and the sponsor determines that the adults in the building and the physical structure are not ready to receive students for instruction, the sponsor must not clear the school to open for instruction to students. A delay in opening will be in effect until the sponsor can confirm that the school has satisfied all necessary Pre-opening Requirements and all necessary documents are on file in the sponsor's office.

Pre-Opening Requirements for

Deliver all documentation and notification described below to:

SPONSOR NAME AND ADDRESS

Failure to submit documentation in a sufficient/timely manner may result in the sponsor taking action to postpone or deny the opening of the school. Additional documentation may be required prior to the opening of the school year. The sponsor will provide written notice and a reasonable time for response to any additional requirements and/or changes to the following list:

CATEGORY	TASK	DUE DATE	STATUS/NOTES	APPROVED BY SPONSOR
Enrollment and Admissions	<p>Enrollment Policy and Admissions materials approved by school governing board, <i>if different from Policy and materials approved by sponsor in original charter application.</i></p> <p>(Note: The student enrollment process may <i>not</i> begin until the sponsor has approved the school's enrollment policy.)</p>	Before the school begins recruitment and enrollment of potential students	<ul style="list-style-type: none"> <input type="checkbox"/> Draft Enrollment Policy and Admissions Materials <input type="checkbox"/> Ensure alignment with state, county and city laws <input type="checkbox"/> Submit to the school governing board for review and approval <input type="checkbox"/> Prepare package for submission to sponsor for approval (cover letter to sponsor requesting review and approval with supporting documentation) 	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Roster of enrolled students, including name, address, grade and prior school attended.	At school opening, or at first enrollment count.	<p>Prepare package for submission to sponsor for approval (cover letter to sponsor requesting review and approval with supporting documentation)</p> <p><i>Due every year</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
DESE Web Login	Gain secure access to DESE web portal	June 15	<ul style="list-style-type: none"> <input type="checkbox"/> Complete and submit the ePeGs Security Form and the DESE Web Systems User ID Request Form, available online at https://k12apps.dese.mo.gov/webapps/securityforms.asp <input type="checkbox"/> Fax forms to the Charter School Office at 573.522.8455 	<input type="checkbox"/> Yes <input type="checkbox"/> No

Pre-Opening Requirements (*continued*)

CATEGORY	TASK	DUE DATE	STATUS/NOTES	APPROVED BY SPONSOR
Missouri Student Information System (MOSIS)	Register for access to MOSIS	June 15	<input type="checkbox"/> Submit the following information to the Charter School Office: – Authorized Representative – Address – Phone Number – Email Address <input type="checkbox"/> Once PIN code is received from the Charter School Office, complete the MOSIS Access Request Form (available online at https://k12apps.dese.mo.gov/webapps/securityforms.asp) <input type="checkbox"/> Fax forms to Data Management Department at 573-751-1179	<input type="checkbox"/> Yes <input type="checkbox"/> No
Governance	School governing board officer appointments (Chair/President, Treasurer, etc).			<input type="checkbox"/> Yes <input type="checkbox"/> No
	Final Organizational Chart for governance, senior management and instructional leadership, <i>if different from Organizational Chart submitted to sponsor in original charter application.</i>		<input type="checkbox"/> Submit to the school governing board for review and approval <input type="checkbox"/> Prepare package for submission to sponsor for approval (cover letter to sponsor requesting review and approval with supporting documentation)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Governance	Proof of non-profit status			<input type="checkbox"/> Yes <input type="checkbox"/> No
	Insurance for the school governing board			<input type="checkbox"/> Yes <input type="checkbox"/> No

Pre-Opening Requirements (*continued*)

CATEGORY	TASK	DUE DATE	STATUS/NOTES	APPROVED BY SPONSOR
	Resume and affirmation of eligibility to serve for each school governing board member, <i>including affirmation of:</i> <ul style="list-style-type: none"> • Criminal background check for original and current school governing board members • Child abuse registry check for original and current school governing board members • Employee of sponsoring university cannot sit on the school governing board 		<input type="checkbox"/> Submit to the school governing board for review and approval <input type="checkbox"/> Prepare package for submission to sponsor for approval (cover letter to sponsor requesting review and approval with supporting documentation)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	School governing board-approved by-laws including a satisfactory conflict of interest policy, <i>if different from By-laws submitted to sponsor in original charter application.</i>		<input type="checkbox"/> Draft/re-draft by-laws <input type="checkbox"/> Ensure alignment with state, county and city laws <input type="checkbox"/> Submit to the school governing board for review and approval <input type="checkbox"/> Prepare package for submission to sponsor for approval (cover letter to sponsor requesting review and approval with supporting documentation)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Governance	Proof of Federal tax exemption status			<input type="checkbox"/> Yes <input type="checkbox"/> No

Pre-Opening Requirements (*continued*)

CATEGORY	TASK	DUE DATE	STATUS/NOTES	APPROVED BY SPONSOR
Educational Program	School governing board-approved Code of Conduct for approval, <i>if different from Code of Conduct submitted to sponsor in original charter application.</i>		<input type="checkbox"/> Draft / re-draft Student Code of Conduct <input type="checkbox"/> Ensure alignment with state, county and city laws <input type="checkbox"/> Submit to the school governing board for review and approval <input type="checkbox"/> Prepare package for submission to sponsor for approval (cover letter to sponsor requesting review and approval with supporting documentation)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	School calendar, including official start date for the 20__-20__ school year.		Due every year	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Emergency contact information for the school principal.	No later than 5 days after hire date		<input type="checkbox"/> Yes <input type="checkbox"/> No
Administration and Staff	Staff roster that details teaching qualifications, including certification and federal NCLB “highly qualified teacher” status for teachers of core academic subjects.	August 1, or 10 days prior to school opening.	<input type="checkbox"/> Review policy and state, county and city laws to ensure compliance <input type="checkbox"/> Post jobs, recruit, screen and hire <input type="checkbox"/> Maintain all appropriate certifications, certificates and checks (criminal, medical, etc.) <input type="checkbox"/> Submit proper assurances to sponsor for personnel compliance and qualifications	<input type="checkbox"/> Yes <input type="checkbox"/> No

Pre-Opening Requirements (*continued*)

CATEGORY	TASK	DUE DATE	STATUS/NOTES	APPROVED BY SPONSOR
Administration and Staff	Written documentation that the charter school has completed health, safety and criminal background checks on all school staff and volunteers that come into direct contact with the school's students.	August 1, or 10 days prior to school opening.	<input type="checkbox"/> Review policy and state, county and city laws to ensure compliance <input type="checkbox"/> Post jobs, recruit, screen and hire <input type="checkbox"/> Gain access to the DESE system used to complete background checks by emailing school contact information to webreplyimprcharter@dese.mo.gov . <input type="checkbox"/> Maintain all appropriate certifications, certificates and checks (criminal, medical, etc.) <input type="checkbox"/> Submit proper assurances to sponsor for personnel compliance and qualifications	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Register for The Public School Retirement System of Kansas City or St. Louis		<input type="checkbox"/> Contact the appropriate retirement system	<input type="checkbox"/> Yes <input type="checkbox"/> No
Management Contract	Submit management contract for compliance review (if applicable).		<input type="checkbox"/> Draft/re-draft Management Contract <input type="checkbox"/> Ensure alignment with state, county and city laws <input type="checkbox"/> Submit to the school governing board for review and approval <input type="checkbox"/> Prepare package for submission to sponsor for approval (cover letter to sponsor requesting review and approval with supporting documentation) <input type="checkbox"/> Make any mandatory changes or additions to contract as requested by Sponsor <input type="checkbox"/> Submit to school governing board for review and final approval	<input type="checkbox"/> Yes <input type="checkbox"/> No

Pre-Opening Requirements (*continued*)

CATEGORY	TASK	DUE DATE	STATUS/NOTES	APPROVED BY SPONSOR
Budget	Submit the school governing board-approved budget, with detailed assumptions for ALL revenues and expenditures, for the first year of operation.	June 1	The fiscal year for the first year of operation is July 1, 20__ through June 30, 20__.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Submit monthly cash flow projection for the first year of operation.			<input type="checkbox"/> Yes <input type="checkbox"/> No
	Submit the school governing board-approved five-year budget, including general assumptions used to project budget (i.e., changes in enrollment, number of teachers, projected increase in revenue or expenditures, salary increases, etc.)			<input type="checkbox"/> Yes <input type="checkbox"/> No
	Submit Federal Charter Schools Program Grant Application			<input type="checkbox"/> Yes <input type="checkbox"/> No
Financial Management	Submit Electronic Fund Transfer (EFT) Enrollment Forms	June 15	<input type="checkbox"/> Complete the attached forms and fax to (573)522-8455 [insert] [insert]	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Surety bond in an amount agreed to by sponsoring institution and school governing board			<input type="checkbox"/> Yes <input type="checkbox"/> No
	Completed necessary state documents to generate payment: request assignment of County-District and Building Codes and completion of vendor paperwork.			<input type="checkbox"/> Yes <input type="checkbox"/> No

Pre-Opening Requirements (*continued*)

CATEGORY	TASK	DUE DATE	STATUS/NOTES	APPROVED BY SPONSOR
	Internal control policies and procedures with evidence of approval by the school governing board.		<input type="checkbox"/> Draft financial accounting practices (policies, manual) <input type="checkbox"/> Ensure alignment with state, county and city laws <input type="checkbox"/> Submit to the school governing board for review and approval <input type="checkbox"/> Prepare package for submission to sponsor for approval (cover letter to sponsor requesting review and approval with supporting documentation)	<input type="checkbox"/> Yes <input type="checkbox"/> No
School Facility and Building Safety	Signed lease or other evidence that the school has secured a suitable facility	120 days prior to opening		<input type="checkbox"/> Yes <input type="checkbox"/> No
	Submit valid Certificate of Occupancy	July 15, or 30 days prior to school opening, whichever is earlier		<input type="checkbox"/> Yes <input type="checkbox"/> No
	Submit Safety and Emergency Plan	July 15, or 30 days prior to opening, whichever is earlier		<input type="checkbox"/> Yes <input type="checkbox"/> No
Transportation	Transportation plan (if applicable) and related health and safety certificates.		<input type="checkbox"/> Review policy and state, county and city laws to ensure compliance <input type="checkbox"/> Post RFP, recruit, screen and hire/write contract <input type="checkbox"/> Maintain all appropriate certifications, certificates and checks (health and safety, criminal, medical, etc.) <input type="checkbox"/> Submit proper assurances to sponsor for personnel compliance and qualifications	<input type="checkbox"/> Yes <input type="checkbox"/> No

Pre-Opening Requirements (*continued*)

CATEGORY	TASK	DUE DATE	STATUS/NOTES	APPROVED BY SPONSOR
Food Services	Food service plan (if applicable) and related health and safety certificates.		<input type="checkbox"/> Review policy and state, county and city laws to ensure compliance <input type="checkbox"/> Post RFP, recruit, screen and hire/write contract <input type="checkbox"/> Maintain all appropriate certifications, certificates and checks (health and safety, criminal, medical, etc.) <input type="checkbox"/> Submit proper assurances to sponsor for personnel compliance and qualifications	<input type="checkbox"/> Yes <input type="checkbox"/> No
Insurance	Submit evidence of appropriate insurance coverage	August 1, or 10 days prior to opening.		<input type="checkbox"/> Yes <input type="checkbox"/> No

Address questions regarding the requirements outlined above to:

SPONSOR NAME AND ADDRESS

Performance Plan Template for Missouri Charter Schools

A Performance Plan is an accountability agreement between a sponsor and the charter school that it oversees. Performance Plans are a component of the charter school contract.

Performance Plans are the “work plan” by which sponsors monitor school performance over the course of the charter term. The Performance Plan contains a completed set of indicators, measures, metrics and targets in the following areas of charter school accountability: academic program performance, operational program performance, and, if applicable, elements drawn from a school’s specific design.

Performance Plans are an important element of charter school accountability because they provide a common, agreed upon work plan for sponsors and schools to follow when measuring school performance over the charter term. It gives sponsors and the schools they oversee a common set of rulers and rubrics to use to measure school performance.

Most indicators and measures in Performance Plans are non-negotiable and are common to all charter schools that the sponsor oversees. In addition, some metrics and targets (particularly those linked with school academic status as defined by federal AYP standards) are also non-negotiable. Sponsors complete these metrics and targets prior to presenting the Performance Plans to schools. Some metrics and targets are completed at appropriate intervals as testing results become available. Targets set by sponsors and schools should be in line with the school’s charter, outcome based, realistic, and measured at appropriate intervals.

If a charter school fails to meet a majority of the targets in its Performance Plan, or fails to make substantial progress towards meeting a majority of the targets in its Performance Plan, it risks non-renewal of its charter.

SPONSOR NAME AND DATE EXECUTED/APPROVED

Academic Program Quality

Indicator 1: Adequate Yearly Progress (AYP)

All public schools must follow federal and state accountability requirements, including participation in state level assessment programs. All public schools, including charter schools, must follow federal and state accountability expectations, commonly referred to as Adequate Yearly Progress or AYP, as defined in the state's Accountability Workbook. Missouri charter school sponsors

must hold the charter schools that they oversee to the same accountability standards as traditional public district schools, expecting that charter schools make and maintain AYP over the course of their charter terms.

For further information, please refer to "Understanding Your Adequate Yearly Progress Report (AYP)"
<http://dese.mo.gov/divimprove/sia/dar/UnderstandingYourAYP.pdf>

MEASURES	METRICS	TARGETS
AYP determination	Attainment of Adequate Yearly Progress (AYP)	AYP <ul style="list-style-type: none">• The school will make AYP in the aggregate• The school will make AYP for all statistically significant subgroups• The school will not have advanced accountability status (School Improvement Levels 1-5)

Performance Plan (*continued*)

Indicator #2: Student Achievement Level (Status)

Student academic status, or point-in-time, measures are the most common and simplest indicators of academic program success. Student status measures can include end-of-year state testing results, norm referenced testing results, grade level assessments or demonstrations, or school implemented passage or exit assessments. They demonstrate where a student, or group of students, is at a particular point in time, and do not make a distinction or comparison from year-to-year.

Sponsors should set these targets ensuring that targets are consistent with the following:

- the school meeting AYP in the aggregate and for all statistically significant subgroups;
- the school reaching for and maintaining status measures High 1 and High 2;
- the school meeting and maintaining MAP Performance Index (MPI) required index score improvements from one year to the next; and
- students at the school demonstrating proficiency, or substantial progress toward meeting proficiency.

For further information, please refer to “Understanding Your Annual Performance Report (APR)”

<http://www.dese.mo.gov/divimprove/sia/dar/understandingyourAPR.pdf>

MEASURES	METRICS	TARGETS
<p>Proficiency Levels on State Assessments by Grade and Subject</p> <p><i>The Missouri Assessment Program (MAP) as measured by the MAP Performance Index (MPI).</i></p> <p><i>Mathematics and Communication Arts MAP assessments are administered to students each year in grades 3-8; Math Grade 10, and Communication Arts Grade 11.</i></p> <p><i>End of Course Assessments:</i></p> <p><i>2009 Operational: Biology, Algebra and Communication Arts II</i></p> <p><i>2010 Operational: Algebra II, Geometry, Integrated Math II, Integrated Math III, Government, English I and American History</i></p> <p><i>Science assessments became mandatory for grades 5 and 8 in 2008.</i></p> <p><i>Missouri MPI is cumulative over the past 5 testing years and is broken into performance levels, “Floor” to “High 1.”</i></p> <p><i>In addition, Missouri tracks, through Standard 9.7, AYP accountable subgroups.</i></p>	<p>Percentage of students scoring Proficient or Advanced</p> <p>Percentage of students scoring at each state performance level (Below Basic, Basic, Proficient, Advanced)</p> <p>Meeting and maintaining MAP Performance Index (MPI) score improvements</p>	<p><i>Proficiency</i></p> <p>XX% of students will score Proficient or Advanced</p> <p><i>Performance Levels</i></p> <ul style="list-style-type: none"> • XX% of students will score at [each performance level] • Each year, the percentage of students scoring the bottom two performance levels will be reduced. <p><i>MPI</i></p> <ul style="list-style-type: none"> • The school meet and maintain required MPI score improvements from one year to the next

Performance Plan (*continued*)

MEASURES	METRICS	TARGETS
College Entrance Exam Composite and Subtest Scores <i>Missouri tracks ACT through Standard 9.3</i>	Percentage of graduates scoring at or above the national scaled score average on the ACT	<i>Percentage of graduates</i> XX% of graduates will score at or above the national scaled score average on the ACT

Indicator #3: Student Progress over Time (Growth)

Student growth over time, as measured by an externally or internally reliable criterion referenced test, is an important indicator of academic program quality. Criterion referenced tests measure a student's grasp of a particular set of knowledge and skills outlined in a specific curriculum.

These assessments, when utilized correctly, can track student academic progress over time in reading, language arts, and math.

Targets must be consistent with students making appropriate progress towards grade level proficiency and sustaining or exceeding grade level proficiency over time.

MEASURES	METRICS	TARGETS
Longitudinal Growth Based on Similar Starting Points	Percentage of students achieving or exceeding typical or average growth rate Percentage of students making or exceeding target growth rate	<i>Typical/Average Growth</i> XX% of students will achieve or exceed typical or average growth, based on similar starting points (e.g., one year's growth in one year's time) <i>Target Growth</i> XX% of students will make or exceed target growth, based on similar starting points
Criterion-Referenced Longitudinal Growth	Percentage of students making adequate growth to reach or maintain proficiency during a certain period of time Percentage of students already proficient or advanced who maintain or improve their performance level Percentage of students moving to a higher performance level	<i>Growth to Proficiency</i> XX% of students will make growth to reach or maintain proficiency <i>Maintain and Improve</i> <ul style="list-style-type: none"> XX% of proficient or advanced students will maintain or improve their performance level XX% of students below proficient that move to a higher performance level XX% of students move to a higher performance level

Performance Plan (*continued*)

Indicator #4: Postsecondary Readiness and Success (for High Schools)

Sponsors should set these targets by looking at appropriate benchmark comparison schools in Kansas City and St. Louis, as well as statewide. Sponsors can find school level data for the following measures in Standards 9.4.1

(advanced courses); 9.4.2 (career education courses); 9.4.3 (college placement calculations), 9.4.4 (career education placement), 9.5.5 (graduation rate), and 9.5.6 (attendance rates) in the state performance report. Staff at DESE can also provide comparison data and appropriate baseline data for target setting.

MEASURES	METRICS	TARGETS
Postsecondary Access and Opportunity	<p>Percentage of students enrolled in a college-prep curriculum (based on state high school standards or admission standards for in-state public 4-year colleges)</p> <p>Percentage of graduates submitting applications to postsecondary institutions, by type of program (4-year and 2-year colleges, trade and apprentice programs)</p>	<p><i>College-prep curriculum enrollment</i> XX% of students are enrolled in a college-prep curriculum</p> <p><i>Post-secondary applications</i> XX% of graduates submit application(s) to postsecondary institutions</p>
High School Completion	<p>Missouri Graduation Rate Calculation, Standard 9.5.5 of the MAP</p> <p>"The persistence to a graduation rate is determined by dividing the <i>number of graduates</i> by the <i>number of graduates plus the number of cohort dropouts in grades 9-12</i>, then multiplying by 100."</p> <p>MO also tracks completion of the GED and for schools where 5% or more students complete the GED, awards progress bonus points.</p>	<p><i>Graduation Rate</i> The school maintains a graduation rate of XX%</p>
Postsecondary Enrollment or Employment	<p>1. Percentage of graduates, by cohort, enrolled in postsecondary institutions (college, trade and apprentice programs) by February of Year 1 after graduating from high school</p> <p>2. Percentage of students, by cohort, not enrolled in postsecondary institutions but employed full-time or enlisted in the military by February of Year 1 after graduating from high school</p>	<p><i>College placement</i> XX% of graduates enter college</p> <p><i>Career education placement</i> XX% of career education completers are placed in occupations related to their training, in college, or in the military</p>

Performance Plan *(continued)*

Indicator #5: Student Engagement

Sponsors should set these targets by looking at appropriate benchmark comparison schools in Kansas City and St. Louis, as well as statewide. Sponsors can find school level data for the following measures in Standards 9.4.1 (advanced courses); 9.4.2 (career education courses); 9.4.3

(college placement calculations), 9.4.4 (career education placement), 9.5.5 (graduation rate), and 9.5.6 (attendance rates) in the state performance report. Staff at DESE can also provide comparison data and appropriate baseline data for target setting.

MEASURES	METRICS	TARGETS
Student Attendance	Average Daily Attendance rate	<i>Attendance</i> <ul style="list-style-type: none"> • K-8 attendance : XX% • 9-12 attendance: XX% • K-12 attendance: XX%
Continuous Enrollment	Percentage of students re-enrolled from one year to the next	<i>Re-enrollment</i> XX% of students re-enroll from one year to the next

Performance Plan (*continued*)

Operational Program Quality

Indicator 1: Financial Performance and Sustainability

MEASURES	METRICS	TARGETS
Financial Reporting	Timeliness and sufficiency	<i>Financial Reporting</i> Timely and sufficient filing of required reports
Financial Status (based on budget, balance sheets, and cash flow statements)	Net financial position	<i>Financial Position</i> Positive net assets and adequate reserve
	Cash flow statements	<i>Cash Flow</i> Adequate working capital
	Budget	<i>Long-range Planning</i> Balanced, based on valid, evidence-based assumptions
	• Budget-Actuals	<i>Short-term Planning</i> General budget-actuals alignment
	Financial commitments and obligations	<i>Financial Commitments</i> In good standing with respect to financial obligations
Financial Management	Independent audit results	<i>Audits</i> • Unqualified • No major findings

Performance Plan (*continued*)

Indicator 2: School Governing Board Performance and Stewardship

MEASURES	METRICS	TARGETS
School Governing Board Meeting Conduct	Legal compliance	<i>Open Meetings Law</i> Noticed and conducted consistent with open meetings law
Conflict of Interest Compliance	Applicable law, school governing board policy	<i>Conflict of Interest</i> Decision-making that is free of conflicts and consistent with the school governing board's fiduciary duty to act in the best interest of the school
Grievance Compliance	Applicable law, school governing board policy	<i>Grievances</i> Material compliance with applicable due process laws and school governing board policy
Reporting (financial, attendance, staff-related)	Applicable law, the charter; sponsor policy	<i>Organizational Reporting</i> On time and complete, consistent with applicable law, the charter, and sponsor policy
Legal compliance	IDEA, NCLB, Title VI (ELL), health and safety law, employment-related law including background check requirements, other legal compliance requirements as set out in the Charter	<i>Legal Compliance</i> Material compliance with all applicable law

Indicator 3: Parent and Community Engagement

MEASURES	METRICS	TARGETS
Enrollment lottery	Applicable law; school governing board policy; charter	Lottery conducted in accordance with applicable law, school governing board policy and the terms of the charter.

Monitoring Table for Missouri Charter Schools

The table on the next page shows a sequence of monitoring activities, from Pre-opening Requirements in the upper left-hand corner through to renewal decision-making in the lower right-hand corner. The table displays appropriate sequencing of monitoring events by focus area – compliance, academic, and operational/fiscal – over the course of a school’s charter term.

Monitoring Timeline and Events

YEAR OF OPERATION	COMPLIANCE MONITORING	ACADEMIC PERFORMANCE	OPERATIONAL/FISCAL PERFORMANCE	SCHOOL PERFORMANCE PROFILE
0	Pre-opening requirements (compliance check-list)		Pre-opening requirements (compliance check-list)	
1	Periodic monitoring to check compliance with operational program quality expectations through review of site visit records, audit records, and related means of gathering evidence of performance.	<p>Approve school Performance Plans with school targets</p> <p>Review State MAP assessments; MPI (status)</p> <p>Review external accountability results; internal assessment results, and , when possible, growth to standard</p> <p>Receive and review school Annual Report</p>	<p>Board-approved budget</p> <p>Annual independent audit</p> <p>Quarterly financial reports (balance sheet, cash flow, budget-actuals)</p> <p>Summary letter to school on progress towards meeting targets in Performance Plan</p>	Year 1 performance profile
2	Periodic monitoring to check compliance with operational program quality expectations through review of site visit records, audit records, and related means of gathering evidence of performance.	<p>Review State MAP assessments; MPI (status)</p> <p>Review external accountability results; internal assessment results, and , when possible, growth to standard</p> <p>Receive and review school Annual Report</p> <p>Site visit (if scheduled)</p> <ul style="list-style-type: none"> • Verify information in Annual Report • Assess progress towards meeting Performance Plan targets 	<p>Board-approved budget</p> <p>Annual independent audit</p> <p>Quarterly financial reports</p>	<p>Year 2 performance profile</p> <p>Summary letter to school on progress towards meeting targets in Performance Plan</p>
3	Periodic monitoring to check compliance with operational program quality expectations through review of site visit records, audit records, and related means of gathering evidence of performance.	<p>Review State MAP assessments; MPI (status)</p> <p>Review external accountability results; internal assessment results, and , when possible, growth to standard</p> <p>Receive and review school Annual Report</p> <p>Site visit (if scheduled)</p>	<p>Board-approved budget</p> <p>Annual independent audit</p> <p>Quarterly financial reports</p>	<p>Year 3 performance profile</p> <p>Summary letter to school on progress towards meeting targets in Performance Plan</p>

Monitoring Timeline and Events *(continued)*

YEAR OF OPERA-TION	COMPLIANCE MONITORING	ACADEMIC PERFORMANCE	OPERATIONAL/FISCAL PERFORMANCE	SCHOOL PERFORMANCE PROFILE
4	Periodic monitoring to check compliance with operational program quality expectations through review of site visit records, audit records, and related means of gathering evidence of performance.	Review State MAP assessments; MPI (status) Review external accountability results; internal assessment results, and , when possible, growth to standard Receive and review school Annual Report Site visit (if necessary)	Board-approved budget Annual independent audit Quarterly financial reports	Year 4 performance profile Summary letter to school on progress towards meeting targets in Performance Plan
5	Periodic monitoring to check compliance with operational program quality expectations through review of site visit records, audit records, and related means of gathering evidence of performance.	Review State MAP assessments; MPI (status) Review external accountability results; internal assessment results, and , when possible, growth to standard Receive and review school Annual Report Receive and review Application for Renewal Renewal site visit (if scheduled)	Board-approved budget Annual independent audit Quarterly financial reports	Year 5 performance profile Renewal decision-making